

Trainee: Pier Paolo Roncoroni Romero		Level: A1	Date: October 10 th
Lesson Number: 4	Length: 40 minutes	Anticipated start and finish time: 18:40pm – 19:20pm	

Main Lesson Aim (Language Focus / Skills)	By the end of this lesson, Ss will be better able to reading for gist (skimming) and for specific information in the context of a daily routine.
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Subsidiary Lesson Aim (Language Focus / Skills)	By the end of this lesson, students will be better able to listening for gist in the context of a testimony about a daily routine. The listening exercise you have sent me is not for gist. Five sentences to be put in order is specific information.
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Materials: projector, board eraser, marker, handouts, flash drive, CD player or MP3 player + book reference

<p>Anticipated difficulties with lesson activities and classroom management:</p> <ol style="list-style-type: none"> 1) Some Ss probably will arrive late; 2) Some Ss are stronger than others and could finish the tasks first; 3) Ss could not come up with the pronunciation of some words such as, single, earn, daughter, canteen, babysitter. 4) Ss' noises during the listening tracks could affect the comprehension on the listening activity; 5) Some Ss' difficulties on English learning are related with reading and listening activities;

<p>How I intend to deal with these difficulties:</p> <ol style="list-style-type: none"> 1) I'll take care of it in a way that the development of the topic won't be affected, such as explaining briefly what was happened until that moment; If you explain, you will lose the class flow. What else 2) because of the class observation I've made before it's possible to identify them and make a change of positions during class; How will this help solve the problem? 3) During drilling Ss I will make the pair Drill to make sure what's the real pronunciation and then match the Ss with more difficulties to motoring them to help their improvement;; 4) Before I play the audio tracks, I'll explain to them the importance of silence
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<p>Board Plan: - new vocabulary ; -pictures related to the context of the lesson; -Answers of the tasks -source: New English File Elementary_Student's Book, page 30-31; Google, Where (what part of the board) will you place them?</p> <p>could you do?</p>

during this activity;

5) I will monitor the Ss closer to see what are the Ss with more difficulties on reading or listening tasks;

5) How will this help solve the problem?

Personal Aim: Increase all of my weak points such as pacing up, not break the flow, reduce TTT, classroom management, avoid mistakes and slips, CCQ's, delivering instructions. Please focus on one or two (maximum) per class so that you can really concentrate on improving it/them.

Target Language Analysis

Form	Meaning	Phonology Word stress / sentence stress	Checking Meaning (CCQs, timelines, etc)
Nouns: Babysitter	Babysitter(n) A person engaged to care for one or more children in the temporary absence of parents or guardians.	Babysitter: / 'beɪbɪ,sɪtə /	CCQs: Is this person a woman? Does she take care of children?
Canteen	Canteen(n) A snack bar or small cafeteria, a recreational facility, bar, or small general store.	Canteen: / kæn'ti:n /	CCQs: Is this a place we can eat something? Can we have a breakfast?
Daughters	Daughter(n) One's female child. A female descendant.	Daughters: / 'dɔ:tə /	CCQs: Is it a female child? Is it the opposite of son?
guide	Guide(n) A person employed to conduct others, as through a museum, and give information about points of interest encountered.	guide : / gaɪd /	CCQs: Is it a person which conducts others? Do we need it to visit a museum?
Hurry	Hurry(n) To do something or go somewhere quickly because you do not have much time.	Hurry : / 'hʌri /	Does this person give information about interesting places?
Single	Single(n) an unmarried person	Single: / 'sɪŋgl /	CCQs: Is this an action related with time?
Numeral: 55 (fifty-five)	55 (fifty-five)	55(fifty-five): / 'fɪfti faɪv /	Does this happen when we are late?

Verb: To earn	being or denoting a numerical quantity "cardinal numbers" Earn(v) to gain or be paid (money or other payment) in return for work or service	Earn : /ɜ:n/	CCQs: Is it a non -married person? (No.) Could it be a woman can ? Could it be a mother? CCQs: Is this a number? Is it more than twenty and less than one hundred? CCQs: Is this the money received for a service you made ? Is this the money you gain in the lottery? Can you gain it regularly for each service you make ?
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Please remember you must write the answer to all CCQs above. Also, try to create three for each word (instead of two) so that you can be more specific.

Stage and Purpose (Make sure you mention the name of the stage and possible reasons why you are doing it.	Procedure Separated into titled stages with inclusion of instructions, answers to tasks, etc. Make sure you include concept check questions and analysis of target language: possible problems Sts might have with meaning, pronunciation and form + solutions.	Interaction on	Time	Trainer's Comments
Lead-in - to generate interest about the topic of the lesson.	T introduces himself. T Starts showing "Daily routine" on board and say 'Sometimes our daily routine could cause this:' T shows three people expressing a kind of pressure related to their life styles; T elicits Ss to see if they can answer what is happening. T. "maybe they are under a pressure, too much activities, responsibilities,...we call it...when we are under a pressure caused by our daily routine with too much responsibilities..Does anybody know s ?...Stress T shows one question? "Are you stressed?" T tells Ss, "In pairs I want you to discuss about this. How	T > Ss	0 - 4 Minutes	If you are eliciting Stress, then it should be in your language analysis above + 3 CCQs.

<p>Follow-up (reaction)- to develop the speaking during a dialogue .</p> <hr/> <p>Correction Slot - to allow the teacher make some delayed corrections after the follow up activity on the students.</p> <p>Do you mean Feedback?</p>	<p>they know the right answer. Don't worry because you will have the answer written to check it. The same as for the 'Bs'.</p> <p>Now If the answer was correct just the ??? number of the question.</p> <p>The 'As' will answer the 'As' questions or the 'Bs' questions? The 'Bs' will answer the 'Bs' questions or the 'As' questions? (Answer)</p> <p>You will have 5 minutes</p> <p>T. ends the activity</p> <hr/> <p>T. starts a delayed correction about some examples collected during the activities and gives a feedback to the students to provide them the understanding about the points they have to improve their language skills.</p> <p>T. ends the class</p>	<hr/> <p>T > S</p>	<p>minutes</p> <p>Total time: 50 minutes !!!</p>	<p>card A and St. B finds the answers in the text and dictates them to A. Next, invert roles, St. B asks questions in card B and St. A finds the answers in the text and dictates them to B.</p> <p>Remember: this is not a follow up task. A follow up task would be, for example, to get students to decide whose life is more stressed (Louise's or Simon's) and why. Another option is to have Ss interview each other about their daily routines/time.</p>
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Overall Post-lesson Observation

Immediate Reaction What went well? What didn't? Questions for feedback?	Tutor's response
<p>Color code:</p> <p>Green: It should be there.</p> <p>Yellow: My comments to you. Please erase them after editing the LP.</p> <p>Pink: concept problem - please check meaning/procedure/correct term, etc.</p>	

Red: Something needs urgent editing. Most of the times you will find language problems (spelling, vocab, grammar), but sometimes you can simply erase the highlighted letters/words and the problem will be solved. Also pay attention to the spacing between words.

Specific comments:

Power Point File

Slide 11 - **Lousia** => **Louisa**!!!

Louisa Task 01 + Task 2

- The commas I have inserted will help the students understand the text more easily.

Overall strengths of this lesson (planning and

Areas to work on:

delivery):



Lesson Plan

Trainer's Overall Comments

Assessment

	Above S	At standard	Below S
Lesson Planning			
Lesson Delivery (teaching skills and language awareness)			
Overall Grade			

Trainer: _____

Date: ____/____/____

*The grades above are intended to give an indication of how this lesson might contribute to the evaluation of your teaching practice overall. In other words, several 'Below standard' lessons would mean that you would be unlikely to pass the course. For more information, the criteria for evaluation are listed in your CELTA 5 form in your file and are discussed in our tutorials. The areas to work on are key points which, if addressed in upcoming lessons, will help you consolidate or raise your overall grade. They should therefore be made your personal aims in your next lesson if appropriate.